

Application for Funding – Cover Page

Applicant Agency

Business Name	Oliver-Mercer Multidistrict Special Education Unit	Street Address Including City, State, and ZIP Code	507 1st Ave NE Hazen, ND 58545
Contact Person	Beth Ziman	Title	Special Education Director
Phone	701-748-6383	Email	Beth.Ziman@k12.nd.us
Authorized Representative	Jennifer Wallender, PHD	Title	Board Member/Researcher
Phone	701-870-3004	Email	Jennifer.Wallender@gmail.com
Federal Employer Tax Id #	84-0821006	Unique Entity Identifier #	LYFGZMU23D3
Dates of Active Registration in System for Award Management			Thru 2/25/25 Submitted renewal registration 1/23/25

Targeted Intervention(s) to be Implemented	Prevention Strategies and Positive Behavior Supports
Total Amount of Funding Request	\$41,026
Willing to Accept Less Funding (Y/N)	Y
Evidenced-Based Program/Services (Y/N)	Y
Name and Source of Evidenced-Based Program/Services	Safety-Care® Crisis Prevention Training
School(s) or School District to be Served	PK-12 School Districts of Beulah, Center- Stanton, and Hazen
Estimated Number of Youth to be Served	1,595
Estimated Number of Minority Youth to be Served	223

Signature


Signature of the Person Submitting this Form

Name

Beth Ziman

Name of the Person Submitting this Form (print)

Date of Signature

1/24/25

Program Narrative

This proposal outlines an evidence-based comprehensive plan to provide training to 150 school staff members from the Hazen, Center-Stanton, and Beulah school districts, all served by the Oliver-Mercer Multidistrict Special Education Unit. The proposal also includes a professional development session that will be offered to families and community members to address, comprehend, and support their children when challenging behaviors occur.

The community-offered professional development session will be created by school staff members using current research highlighting best practices for holding children accountable in a non-punitive manner both in and outside of the school.

The school training for staff will be conducted using the evidence-based Safety-Care® Crisis Prevention Training program provided by Quality Behavioral Solutions (QBS). This program equips educational professionals with the skills necessary to understand and manage challenging behaviors safely and effectively.

The outcomes of this proposal will empower school staff to establish and maintain a safe and supportive environment, leading to holistic student success. While the cultivation of a positive learning environment alone will be significant, the outcomes are not limited to educators and students. School administration will observe an improved school climate while teachers and students build stronger relationships based on non-punitive, district-wide interventions. This will impact both academic and social-emotional growth by increasing students' time actively engaged in the classrooms, as incidents leading to instructional disruptions and negative behaviors will be minimized.

Partnering with families and the community supports the development of responsible citizens as children are held accountable outside of the academic environment. Understanding the benefits of non-punitive behavioral interventions will provide a catalyst for changing traditional or outdated mindsets of the public. In the future, this will lead to a reduction in the juvenile justice system and improve the public perception of the importance of education beyond academics.

a. Description of the Project

1) The proposed project focuses on implementing the QBS Safety-Care program in the school districts within the Oliver-Mercer Special Education Unit and offering a professional development session to district families and the communities revolving around non-punitive, positive behavioral interventions to help children succeed both inside and outside of the classroom.

The QBS Safety-Care program is a comprehensive intervention designed to equip school personnel with the necessary skills and competencies to effectively prevent, minimize, and manage behavioral challenges among students, as well as cultivate a positive learning environment. Safety-Care includes evidence-based practices, including Applied Behavior Analysis (ABA) and Positive Behavior Interventions & Supports (PBIS). By utilizing these up-to-date methodologies, we aim to improve the educational environment for students experiencing various behavioral challenges.

2) Our data includes the analysis of formative academic assessments, behavioral incident reports, teacher need surveys, and input from teachers and support staff. Data revealed an increase in behavioral incidents among students with developmental and psychological challenges, as well as those who have experienced trauma. These

findings indicate a critical need for effective interventions that address behavioral issues while maintaining the dignity and safety of all students involved.

3) Previously, school districts have implemented basic behavioral management training and crisis intervention strategies that focused primarily on reactive measures. While these strategies provided some immediate support, they fell short in preventing crises and did not adequately address the underlying behavioral issues. As a result, we are transitioning to the more proactive and comprehensive approach offered by Safety-Care. We have haphazardly offered family and community professional development sessions in the past, with the last known session occurring for preschool families over a year ago.

4) The implementation of the QBS Safety-Care program is expected to lead to a significant reduction in behavioral incidents, enhance the safety of both students and staff, and create a more positive school climate. By focusing on skill development and positive reinforcement, we aim to foster long-term behavioral changes that support student success and well-being. Additionally, providing family and community professional development will create buy-in, knowledge, and support to all stakeholders in education.

b. Project Planning, Design, and Implementation

The implementation of the evidence-based Safety-Care® Crisis Prevention Training program will follow a structured timeline and detailed process to ensure the effective certification and training of all staff members. Below is the outlined plan for the project:

Trainer Certification: Four Safety-Care trainers will undergo certification in the Spring of 2025. This step is crucial to ensure that the trainers are updated on the latest methodologies and practices within the Safety-Care program, enabling them to deliver the most current and effective training to staff.

Staff Training Schedule:

-Training for Grades K-4: The training for all staff members, which includes special education teachers, regular education teachers, and paraprofessionals, will take place in August 2025. This training will span two days and will focus on providing foundational skills and strategies for encouraging positive behaviors and reducing negative behaviors in the K-4 grade levels.

-Training for Grades 5-12: Training for grades 5-12 will be conducted as a one-day training session. This training equips staff with the necessary skills to reduce negative behaviors specific to the older student population.

Training Components: The training will consist of interactive modules that cover a range of topics, including:

- Understanding the principles of crisis prevention and intervention
- De-escalation techniques
- Collaboration and communication strategies among staff

Evaluation and Feedback: At the conclusion of each training session, participants provide feedback on the training content, delivery, and applicability. This feedback helps make any necessary adjustments for future training sessions and to ensure the program meets the needs of all staff members.

Ongoing Support: Ongoing support is provided to staff through regular follow-up meetings, refresher courses, and access to additional resources. This approach will

help reinforce the skills learned during training and promote a culture of safety and support within the school environment.

Professional Development Session: This professional development session for families and communities will be collaboratively developed by the project team beginning in the spring of 2025, as well as administrators and educators. The session will be held both virtually and physically (to increase outreach) in November of 2025 with surveys and feedback from participants. If needed, additional support will be provided/offered to our families and community. We also plan to offer a recorded session to provide accessibility for those who are unable to attend that evening.

By following this detailed process for project planning, design, and implementation, the Oliver Mercer Special Education Unit will ensure family and community support and that all staff members are effectively trained and equipped with the skills necessary to manage challenging behaviors in a safe and supportive manner.

c. Capabilities and Competencies

-Beth Ziman, Special Education Director and Project Lead: Beth will oversee the project in its entirety from beginning to end and collaborate with various stakeholders to ensure the project is successful. She will also serve as a central point of contact to manage communications between and within groups. She brings 20 years of experience in the special education field, both as a teacher and director.

-Jen Wallender, Special Education Board Member and Project Coordinator: Jen will help with the planning, implementing, and overseeing of the data and research. Jen has nine years of experience in research and data analysis, and a combined 20 years in the K-12 and university systems.

-Michael Porter, School Psychologist and Project Coordinator: Michael will help with the training and implementation of the program. He will also help develop the professional development sessions and offer insights on the data to the team. Michael has a decade of experience in the school psychology field and brings valuable insight to this project.

-Safety-Care Trainers: This group of experienced trained and professionals will lead the training of the program and help develop and facilitate the community professional development.

-Hazen, Beulah, and Center-Stanton Administrators: District administrators will help with the implementation of training, collection and analysis of data, and accountability.

-Hazen, Beulah, and Center-Stanton Educators: Our highly qualified and certified staff will be implementing the program in their day-to-day interactions with our students and stakeholders.

d. Plan for Collecting Performance Data and How it will be Used for Continuous Quality Improvement

This project will generate and achieve numerous measurable outcomes across multiple groups, focusing on targeted, non-punitive interventions that promote accountability and holistic support for students while equipping educators, administrators, and families with the tools needed to create safe and supportive environments. The collection of performance data is a critical component of this proposal and will provide measurable insights into the success of the training to inform decisions and enhance outcomes.

Methodology

Both qualitative and quantitative data will be used throughout this project. Additionally, triangulation of data will occur by using multiple data collection tools, including surveys, pre- and post-assessments, and behavioral and academic data.

Surveys will be distributed electronically to all training participants prior to and following the training. Surveys will also be used to evaluate the knowledge and skills of family and community members following the professional development session. Pre- and post-assessments will also be administered at the start and conclusion of the training to evaluate immediate knowledge gains.

Behavioral data and formative assessment academic results from existing school records will be reviewed quarterly, with aggregate metrics evaluated before the implementation of the program, as well as following the conclusion of the school year. This will be analyzed against behavioral tracking data and academic results from prior years.

Effectiveness of the training and professional development session will be compared against key performance indicators (i.e., increase in knowledge, reductions in behavioral incidents, and increases in academic achievement) to determine the impact of the program.

Insights gained from quarterly data analysis will guide revisions to the training program, perhaps indicating a supplemental training may be desired or required. The long-term data will support sustained program effectiveness.

Periodic reporting to the school and special education boards, as well as informing the public about the project and results will ensure that transparency and accountability are maintained.

By focusing on de-escalation and person-centered approaches, the program is designed to reduce the frequency and severity of behavioral incidents. QBS offers flexible training modules that can be tailored to meet the specific needs of the Oliver Mercer Special Education Unit.

Conclusion

Investing in the education and training of school staff, families, and the community is a crucial step toward creating a safer and more supportive learning environment for all children. The Safety-Care program by QBS offers an evidence-based approach to crisis prevention and management, which will empower staff with the necessary skills to handle challenging behaviors effectively while cultivating a supportive learning environment. Additionally, by providing professional development to families and the community, a trusting partnership will entail strengthening the holistic development of our future both inside and outside of the school system--our students. The old adage says it takes a village to raise a child; partnering with the North Dakota Juvenile Justice State Advisory Group will take our village to the next level.

Budget Detail Worksheet and Narrative

Applicant: Oliver-Mercer Multidistrict Special Education Unit

Project Period: April 2025 - June 2026

Personnel				Total Grant Period		
Position	Name	Annual Salary	Grant Allocation %	Grant Request	Match	Total
Beulah PS Staff	55 personnel x \$200	varies	#VALUE!	\$11,000	\$0	\$11,000
Center-Stanton PS Staff	30 personnel x \$200	varies	#VALUE!	\$6,000	\$0	\$6,000
Hazen PS Staff	45 personnel x \$200	varies	#VALUE!	\$9,000	\$0	\$9,000
Oliver-Mercer Sped Staff	50 personnel x \$200	varies	#VALUE!	\$10,000	\$0	\$10,000
Project Coordinator	Jennifer Wallendar	0	#DIV/0!	\$450	\$0	\$450
Total Personnel Costs				\$36,450	\$0	\$36,450

Personnel Narrative:

District public school personnel consist of general education teachers, paraprofessionals, counselors, principals, Title I support teachers and paraprofessionals.

Fringe Benefits				Total Grant Period		
Position	Name	Annual Benefits	Grant Allocation %	Grant Request	Match	Total
			#DIV/0!			
			#DIV/0!			
			#DIV/0!			
			#DIV/0!			
			#DIV/0!			
Total Fringe Benefits				\$0	\$0	\$0

Fringe Benefits Narrative:

Travel			Total Grant Period		
Purpose	Location	Expense Type (Hotel/Mileage/Per Diem)	Grant Request	Match	Total
Total Travel Costs			\$0	\$0	\$0
Travel Costs Narrative:					

Supplies			Total Grant Period		
Item	Quantity	Per Unit Cost	Grant Request	Match	Total
Individual Gatorade Bottles	\$100.00	\$1	\$100	\$0	\$100
Popcorn per bag	\$10.00	\$20	\$200	\$0	\$200
Total Supply Costs			\$300	\$0	\$300
Supply Costs Narrative: Gatorade and popcorn for the students and their families during the Family Engagement Night in November 2025. Popcorn will be purchased from the local movie theater.					

Subawards/Contracts		Total Grant Period		
Description/Purpose	Computation	Grant Request	Match	Total
Training for Trainers	4 Trainers @ \$799/trainer	\$3,196	\$0	\$3,196
Total Subaward/Contractual Costs		\$3,196	\$0	\$3,196
Subaward/Contractual Costs Narrative: Cost to train 4 trainers through and paid to QBS Safety-Care® Crisis Prevention Training				

Other Direct Costs		Total Grant Period		
Type	Computation	Grant Request	Match	Total
Certification Fee	Certification Fee 180 Personnel @ \$6 per certificate fee	\$1,080	\$0	\$1,080
Total Other Direct Costs		\$1,080	\$0	\$1,080
Other Direct Costs Narrative: \$6 fee per trainee paid to QBS Safety-Care® Crisis Prevention Training to receive certification and documentation per trainee.				

Indirect Costs			Total Grant Period		
Description	Base	Rate	Grant Request	Match	Total
Total Indirect Costs			\$0	\$0	\$0
Indirect Cost Narrative:					

Budget Summary

Applicant: Oliver-Mercer Multidistrict Special Education Uni

Project Period: April 2025 - June 2026

	Grant Request	Match	Total
Budget Categories:			
Personnel	36,450.00	-	36,450.00
Fringe Benefits	-	-	-
Travel	-	-	-
Supplies	300.00	-	300.00
Subaward/Contractual	3,196.00	-	3,196.00
Other Direct Costs	1,080.00	-	1,080.00
Indirect Costs	-	-	-
Total Grant Funds	41,026.00	-	41,026.00